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# Journal of EDUCATION

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# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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# EDITORIALS

## Frills and Thrills

THERE have always been frills in education, religion and other popular appeals. They need no definition, for they display themselves as definitely as do flappers and jazz.

The distance from frills to thrills is as great as from the place below to the place above in the old theology.

There are many more thrills in public schools today than ever before. The whole spirit of achievement is one succession of thrills. There is no thrill equal to that of personal intellectual achievement.

A sportsman gets no thrill from any game that is tame. The greater the need of intellectual keenness to meet the alertness of the game, the greater the thrill of success. Men go hundreds of miles to the Penobscot River when the season opens, spend morning after morning in water almost waist deep so as to get the first salmon, but when three have been caught there is no sportsman there for another year.

There has always been a thrill for keen students, but since 1920 there have been developed many thrills all along the line, and this is the chief cause of the growth of high schools.

Preparation for college today offers thrills to four times the intellectual range of a few years ago, consequently four times as many students meet the college requirements.

---

## Single-Motored Pioneer

COLONEL LINDBERGH magnifies the fact that the aviation pioneer should use a single motor. Nothing will work in a multi-motored machine that would not work in a single motor machine. All sorts of adventures should be done single-handed. A pioneer should not jeopardize anybody else nor anything else.

The difference between individualism and personality is that the individualist thinks he proves he is right by claiming that the conventionalist is wrong. Personality proves it is right because it improves our conventionality.

The difference between Heaven and the other

place is that Heaven is the glorifying of the best on earth, while the other place rejects everything good on earth.

The pioneer is after something better, and is not merely trying to get away from a good thing.

A pioneer goes it alone until he has demonstrated the better thing. The man who wants to risk everything and everybody on some erratic notion has no claim to respect any more than the aerial adventurer who wants company in case of aerial disaster.

There is great need today of single-motor educational pioneers. We are facing many educational disasters because adventurers want company when their scheme collapses. They want somebody to lay the blame on.

## The Bogan Dinner

PROFESSIONAL harmony in Chicago will be demonstrated on December 7, when more than two thousand school people will dine together at the Palmer House as a testimonial banquet to Superintendent William J. Bogan. The three great teacher organizations with all of their subsidiaries will vie with another in demonstrating their loyalty to the chief educational official of the city. There is no trace of dissatisfaction in the school affairs of the city.

## The Broader Horizon

ASPIRING youth wants a long look ahead. The legal profession tempts brilliant youth because a few famous men have been lawyers, because some lawyers' fees are fabulous. The fact that the income of the ordinary lawyer is small in no wise dampens the ardor of young men who think only of the possibility of fame and fortune.

Labor has suffered greatly from the feeling so common to laboring men in the past that life must be no more than the same thing day after day, year after year, until some younger man crowded him out of his job. The machine often intensified this feeling because the job was so small that it could be learned in a few weeks, and younger men could do it even better than older heads and hands.

One advantage of the learning while earning has been that it has broadened one's horizon.

Several teachers and some principals of high schools in Boston began their upward march in the learning and earning Part-Time School.

Several boys in the first years of the Co-operative Schools in which they worked learning some trade in alternate weeks with their learning are now in important positions in various states across this broad country.

Every boy from fourteen to sixteen or eighteen knows that it will be possible for him to use what he learns in the high school weeks in advancing in what he learns in his shop weeks. There need be no barbed-wire fences preventing long strides forward, for he has learned how to learn new things, how to intensify his mental ability as well as his manual skill.

## Henry Barnard, Statesman

THE Henry Barnard Club of Rhode Island celebrated its fiftieth anniversary on November 1, with a dinner and program. A portrait of Dr. Barnard was presented to the Rhode Island College of Education by Irving C. Mitchell. The history of the club was given by Dr. Herbert W. Lull, and other addresses were by Dr. John L. Alger, Walter E. Ranger, W. H. P. Faunce, Isaac O. Winslow and Dr. Arthur C. Boyden.

Henry Barnard played a much more vital part in American education than he has been credited with. He was by nature a statesman. He created the State Boards of Education, and was the first leader of both Rhode Island and Connecticut, was the creator of the State Normal School of Connecticut, was president of the State University of Wisconsin, and of St. John's College of Maryland, and was the creator of the United States Bureau of Education and the first United States Commissioner of Education. The greatest achievement of his life was the editing and publishing of "The Journal of Education," which cost him $50,000 more than he received for it.

Whoever follows in detail the educational achievements of Henry Barnard in Connecticut, Rhode Island, Wisconsin, Maryland, and in the service of the United States can but be thrilled with the statesmanship of the man. Statesmanship always looks forward, thinks of tomorrow rather than of yesterday or today.

Whoever knew Henry Barnard intimately as we did during the last thirty years of his life, as he blamed the world for its failure to appreciate him and his sacrifices, can but lament that he did not season his statesmanship with a little more salesmanship.

The Legislature of Connecticut was swept off its feet several times by the magic of his oratorical portrayal of possibilities. The same was true of Rhode Island, of Wisconsin, of Maryland, and of the Federal administration, but the moment he met actual conditions with every-day men, he lost patience. He could not deal with yesterday or today when his thoughts were in the possibilities of tomorrow.

History will estimate Henry Barnard by what he did, not by what he knew he should be allowed to do, but those of us who knew him intimately and loved him intensely will always glory in his statesmanship and grieve at his lack of salesmanship.

# American Public Schools

[*Eleventh Article*]

By A. E. WINSHIP

THE public school has begun to function in full measure since 1920.

Too much cannot be said in appreciation of what education has always meant to the Colonies and States.

It would have been impossible to have had the great achievements which have made our democracy and prosperity possible without the inspiration of education. This is especially true of the Americanization of all races.

It is impossible to conceive of the situation at any time from 1906 to 1920 without the idea of universal education. While the emphasis was upon the better education of the few, it always appreciated the advantage of some education for all. The public was always ready to pay for what was considered indispensable to all, but there was no hearty universal sentiment in favor of public taxation for the luxurious education of the few. Since 1920 people, as a whole, are enthusiastic over the better education of every one, and only a stray unimportant few would limit the education of every one, the high as well as the low, and the low as well as the high.

There were no educational standards until 1870, though there would have been standards in the 'forties of the last century but for the divergence of public interest to political sectional disturbances which culminated in the Civil War and in recovering from the effects of the war.

The expectation of the public school was the enlightenment of a few for the safety of all, and the discovery of the few who could enjoy the heights and flights of more knowledge.

Horace Mann, the national public school idol, is the most brilliant example of the discovery of talent by a magnetic teacher. The month that he was twenty years of age this teacher convinced him that he could go to college, and in six months after he saw his first Latin book he was admitted to the sophomore class in Brown University.

In my own school days in an enlightened community in Plymouth County, Massachusetts, there was a different man teacher each winter, and the fame of each depended upon finding two or more pupils who would study enthusiastically something that he was not expected to study.

In graded city schools the master's reputation was created by knowing one or more boys who did unusual things unusually well. To discover exceptional talent made a master famous in any city. It was "individual instruction" in a country school. It was discovering individual students in the graded school.

Not until after the recovery from the Civil War were there standards to be attained in the schools. These were necessary as high schools were generally established in all centres of population and there must be standards for promotion and for graduation. The standard developed in the twenty years from 1870 to 1890 was the prevention of promotion and graduation of everyone whom the teacher could keep from advancing.

The purpose of this standardization was to have in the higher elementary school classes and in the high school only those who appeared to be scholastic giants. Naturally, people who graduated from a high school before 1890 look upon all high school work of today as very soft.

In a letter received recently a friend of other days wrote that she has two dandy sons, fifteen and seventeen, ideal boys, physically and socially, but "crude scholastically as compared with our day." Perfectly legitimate measure for one who was in a high school so long as the standard of 1870 to 1890 was revered.

---

## Then and Now in Education

FORTY YEARS AGO

*Schooling* was the primary aim and consisted largely of memory feats and drills.

*Small high school attendance*—Only 202,963 pupils were enrolled in high school in 1890.

*Poor attendance*—62 per cent. of the pupils enrolled attended each day. The average school was open 130 days, but the average attendance per pupil was only 53 days.

*Poor teachers*—The boy or girl of forty years ago was taught by a teacher getting an average annual salary of $195. But few teachers had normal school training.

*The old curriculum*—The elementary school then taught reading, spelling, penmanship, arithmetic, grammar, geography, U. S. history, elementary science, drawing, music, and physical exercises.

TODAY

*Education* is the primary aim and attempts to improve conduct in line with each of the seven cardinal objectives.

*Large high school enrollment*—4,108,723 pupils are enrolled in high schools in 1928.

*Larger attendance*—Nearly 79 per cent. of the pupils enrolled attend each day. The average school is open 168 days, and the average attendance per pupil is 109 days.

*Better teachers*—The boy or girl today is taught by a teacher getting an average annual salary of $1,275. Many of the teachers today are graduates of teachers' colleges.

*The new curriculum*—Today the elementary school has added to the old subjects, citizenship, morals and manners, cooking, sewing, manual training or industrial arts, thrift, and accident and fire prevention.

—Journal of the N. E. A.

# *Belding's Page*

### *JUNIOR COLLEGES*

UNIVERSITY administrators are going on record more and more in favor of junior colleges. Many of these educators believe the first two years now given in universities should be transferred to institutions attached to high schools or to private colleges.

The first two years of university instruction are, it is true, preparatory for the more concentrated and intensive studies of the years which follow. Some leaders blame the high schools for not doing the preparatory work which today burdens the universities. But the high schools could scarcely do this without more time than their usual four years.

Perhaps the universities will succeed in passing the responsibility of preparation to that growing institution, the junior college. Whether this should be conducted as an adjunct of the high school is highly doubtful. The junior college, if it is to fulfill its true function, will need to have a separate entity of its own. Only in this way can it build up the proper atmosphere and gather the needful teaching personnel.

The failure of most universities to provide adequate instruction for undergraduates in the first two years is, in itself, an argument for a distinct college adapted to the best interests of young men and young women of the important freshman-sophomore period. At the present time, the student passing from high school to university often experiences a marked slump in the quality of teaching and of teachers.

The junior college may prove the right vehicle to draw our young people out of this difficulty.

---

### *COMMON COLDS COSTLY*

CHICAGO health authorities have started a crusade against the common cold, which, someone estimated, costs the industries of Chicago $20,000,000 yearly.

A crusade against the common cold would not be a bad thing for schools to undertake. Colds are the entrance gates of pneumonia, tuberculosis, influenza, and other ills of a serious and sometimes fatal character. Colds are a hindrance to work. They are unpleasant for those who have them, and even more so for those who associate with those who have them.

Until it is made a crime to cough in public places, colds will continue to spread. But the epidemics can be held in check to some degree by the diffusion of knowledge as to how people may build up resistance.

To rid a patient of a cold remains a baffling task for the physician. The cold disappears in time, either leaving the patient or taking him along.

Singers and others whose livelihood depends upon their keeping free from colds, usually manage to do this. They do it by obeying the rules of health. Their experience shows what can be accomplished even with the knowledge now available.

Imagine the satisfaction any teacher would have in going through a school year without a cold in her classroom—or in her own head.

Maybe a contest between classrooms would help. Think it over.

---

### *PROBING SUCCESS*

AN IMPORTANT inquiry into the causes of business success has been undertaken by Harvard University, under the direction of Professor F. W. Taussig and C. S. Joslyn of the department of economics. Questionnaires have been sent to 15,000 leading business men, asking not for their opinions but for the facts, such as the special classes from which they were recruited, their education and training and the circumstances surrounding their business careers. From the mass of information thus obtained, the Harvard economists hope to draw some conclusions regarding social stratification and various other matters, such as the relative values of environment and native inheritance.

The project is a worthy one and ambitious. But it won't prove much. Least of all will it produce a success formula applicable to the individual.

Even if it be shown, as one economist claims to have learned from a study of "Who's Who," that the sons of ministers are most likely to succeed, no one who isn't a son of a minister will be able to become one, nor will men deliberately choose the ministry as a vocation in order that their sons may win renown in business.

Still, it's a proper matter of curiosity. Perhaps a few generalizations will be reached which may serve as antidotes and denials of the random statements many so called successful men are making about the way to win success.

And when all the answers have been tabulated, we shall have at best only a mass of information upon success measured by superficial standards.

Many of the country's most successful men, in the truest sense of the word, won't be found in any collection of 15,000 leading business men. Nor will they be found in a similar galaxy of professional men.

The greatest success may be achieved in comparative obscurity by some wight who has caught a heavenly vision and lived up to it.

Auson W. Belding

*Associate Editor.*

# A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

## VIII.—THE NEW VISION—TO LIVE

"I AM COME that they might have life, and have it more abundantly." Assume that the foregoing statement—made by one who was perhaps the greatest teacher of historic times—were made the motto of the ordinary teacher of today. And suppose that this instructor should find his secret mind giving support to the motto in something like the following series of phrases:—

"I am come that they might have life. I am a carrier of life and light, and cheer to my pupils. By my attitude toward work, study, play and all the other types of behavior of my pupils, my tendency is to stimulate and awaken. Even outside the schoolroom my behavior tends to arouse better and stronger qualities in other people and to make them aware of the higher possibilities and the finer interpretations inherent in their daily round of business. All that I think and feel and say; all that I am and hope to be, contributes something of helpfulness and abundance to all within the sphere of my influence."

The ordinary teacher as a conveyer of life, as constantly an awakener of dominant energies, as a stimulator of higher thought and action, as a challenger of the expression of the finer and deeper things hid within the lives of common children—what would this mean for the schools and society? What would it finally mean for the progress of civilization? And yet this startling, simple truth, spoken by the Master Teacher, has been almost wholly overlooked as a watchword for the public school instructor. For twenty centuries this simple but most powerful truth has been handed down through the generations without becoming well understood.

"I am come that they might have life." Suppose this wonderful truth should be adopted as a motto of behavior for all ordinary pupils, while each and all would secretly enjoy something like the following stream of thought:—

"My life is stored with abundance. Within me there are hidden powers and deeds which only time and opportunity can serve to bring out. The Great Author of human nature has filled me with an abundance of health and physical well-being, an abundance of thought and mind stimulation, and abundance of love and kindly disposition. As a pupil in the common school, as a learner in all the places and acts of my life, I shall both get and give; I shall learn from the lessons of experience, and in turn teach those who observe my behavior; I shall be cheerful at my work, and shall ever rejoice in the tests and trials which life continues to bring me; through the endless round of duties and pleasures I shall become rich in knowledge of what is good in my life, and what is good for my life; I shall be satisfied through the very act itself, in the performance of every duty, and yet I shall go ever on to higher duties; yea, I am come into the world, that my classmates, associations, parents, teachers, all who move within the circle of my acquaintance, shall receive from me out of the abundance of good things which the Eternal Goodness Himself has stored within my being. I am come that they might have life and have it more abundantly."

Vision as Energy.—To some students of education the foregoing paragraphs might seem like something extremely vague and visionary. But, why should this be the case? Will the attitude of mind here revealed perform a definite work? Will it cause the one whose secret thinking runs upon such phrases to behave in ways that are helpful and conducive to learning? Will such secret thinking actually tend to make easier and more certain the preparation of lessons, and the performance of common work? Will such thinking practiced as a habit, tend strongly to improve character, and to inspire moral and spiritual behavior? Will this peculiar habit of thought assist in the alleviation of worry, pain and trouble? Perhaps very few who give these questions time and serious consideration would answer them in the negative. Indeed, many so considering would count this optimistic mind attitude as a genuine contributor to all that is best in the curriculum.

Success Overdone.—What is especially being urged here, is that the schools everywhere have made a sort of fetish out of the word success, and at the same time have not been presenting a clear program of instruction and guidance to support the idea. However, instead of "success," perhaps "express" should take the permanent place as a watchword of learning. How would it do to admonish the young learner in something like this sentiment: Learn to express your life to the full. Try always to carry out your desires and to accomplish your wishes, but do it in a way that will help and please others as well as yourself. Continue all the time to look for something delightful to do, and when you undertake a task, work at it honestly, earnestly and with rejoicing in your heart. All honest labor is service. When you study you perfect your life, add to its equipment and so put yourself in position to serve some kind of human need. Wherever you finally take

your place in life—as an artist, an artisan, a professional or an employee—you will learn to think of yourself as a "worker together for good" with other ordinary human beings.

To be sure, we should have to modify the language of the foregoing series of statements, in order to make it suit the understanding of the learner so addressed; but the sentiment may and should remain, and the light of it should mark all the admonitions as expressed by the ordinary teacher to the ordinary pupil.

The rather thing which we have always vaguely imagined in our "harping about success" to the student, will easily take care of itself under a program of instruction dominated by sentiment like that expressed above. Then, this idea of expression as the motto of the schools may find specific guidance in what was offered as the main thesis of this proposed outline of the philosophy of education. That is to say, the growing personality will be led and inspired to express himself through the medium of the four great humanizing and socializing agencies—play, work, sociability, worship.

"I am come that they might have life." Let us consider again the significance of this soul-awakening statement as it might be made to contribute its appeal to the ordinary pupil. But, first connect it in thought with this statement: "Even as the Son of Man came not into the world to be ministered unto, but to minister, and to give His life (while He was living) a ransom for many." That is, the Master Teacher carried about with Him an abundance in His very human behavior. He gave Himself, but always in human ways and in human relations. He mingled freely with the common people, spoke a common language, was the Son (humanly speaking) of a common artisan. He, too, expressed Himself in the spirit of the four great human issues as named above.

Now, perhaps the point has been clear enough stated, the idea being that the ordinary pupil be so managed at all times that he will express through his daily behavior at best, that Divine Law has placed within him; that he will play and work and fraternize and worship with the masses, merging his life into theirs, and bringing a consciousness of theirs close into his; that he will acquire the habit of thinking of his character, indeed, his whole life as an influence for good, and as an organized force for contribution of something worthwhile to the progress of society. With all these splendid fundamentals wrought into his personality while it is in the making, you may expect the ordinary young learner finally to acquire the status of successful adult citizenship. "It is more blessed to give than to receive." That is, it is more blessed to give one's whole life in service for mankind while following his ordinary vocation than it is to receive those mere goods and material advantages which we have always thought of as the meaning of "success."

Finally, a trained attitude of mind is the ideal here commended, but an attitude of mind that will tend to visualize conduct along certain large avenues of instinctive expression. Among other splendid results reasonably to be expected, might be mentioned that delightful sense of belonging to the heart of humanity. To feel that one is acting at all times in a spirit of harmony and good-will respecting his fellow-men is a powerful influence for individual progress and achievement. Fortunately, to such a thought of one's own worth and relation to society is perhaps unsurpassed as a permanent life motive, and as a durable satisfaction.

---

## Do You Wish the World Were Better?

By ELLA WHEELER WILCOX

Do you wish the world were better?
Let me tell you what to do.
Set a watch upon your actions,
Keep them always straight and true.
Rid your mind of selfish motives,
Let your thoughts be clean and high;
You can make a little Eden
Of the sphere you occupy.

Do you wish the world were wiser?
Well, suppose you make a start,
By accumulating wisdom
In the scrapbook of your heart;
Do not waste one page on folly;
Live to learn and learn to live.
If you want to give men knowledge
You must get it, ere you give.

Do you wish the world were happy?
Then remember day by day
Just to scatter seeds of kindness
As you pass along the way,
For the pleasures of the many
May be ofttimes traced to one,
As the hand that plants an acorn
Shelters armies from the sun.

# If Children Voted

BY ARTHUR DEAN, Sc. D.

If we read the professors of psychology—the mind-testers—aright, they would have us believe that most voters have a mental age of about twelve years. If this be true, then we already have child-like minds voting. But I don't believe the learned gentleman—quite.

How would babies vote? Very likely for the platform which prohibited the use of stickpins, the manufacture of castor oil, and advocated electrocution for visitors who tickled or kissed them.

If children of the dramatic age, from three to seven, marked ballots wouldn't they vote for the candidate who promised to answer their childish questions, for him who would let them stay up after dark, and for the party which gave a government subsidy to candy?

We can picture children of the "angular age"—from seven to twelve —an age when the child, as James Russell Lowell put it, "has loudened to a boy." We can picture this trying age heckling candidates of all parties with their demands just as they heckle their parents. How they would draw crosses through symbols on ballot squares signifying that the party voted for would allow them to have their own way, to go to movies five times a week, and study when they choose.

Then that "Gang Age" — anywhere from twelve to fifteen — a time when parents must look for the invisible good and blind the eyes to the trying visible. What's their vote? Would it be a straight party ticket headed by a virile, straight-forward and human candidate who talked their language, with their interest in the leader and not in tariff, prohibition, merchant marine or waterways?

Then the Age of Romance — Ah! How this age would organize an Independent Party and mark ballots in favor of late hours, self-sufficiency and impatience toward experienced elders. Another straight ticket.

And finally the Age of Problems — eighteen to twenty. Given a free rein and uninfluenced by elders, how would they vote?

In a nutshell there's a problem on which to speculate. Babies would vote the Anti-Castor Oil ticket. Young children the Free Candy Party. The early adolescent the Independent Party. Each voting according to his age consciousness for what he wants primarily for himself, and, perhaps, let's hope, for his country.

Would the Problem Age group — graduates of high schools and even of college — vote with their heads, their hearts, or their stomachs? How much does the education of the individual influence the vote?

I've started something I cannot answer.

Copyright

# Art in the School Curriculum

By BERTRAM CHALET
Zanesville, Ohio

IN PLANNING the nature and amount of subjects to take the child mind through the years between extreme youth and young manhood or womanhood an art course of one or two periods a week is too often subordinated to something of a statistical nature.

When we reconcile the unfolding intellect that has not known school to one in which a healthy mental growth, sense of duty, love of competition and other attributes hold normal sway we have accomplished a vast task.

In theory and in practice both, the individual who aids the child's development accredits so many traits to environment and so many to heredity. To strike the best balance and make with the subject as perfect a social member as possible is every conscientious teacher's desire. To analyze each individual case and act accordingly is impossible in the crowded classroom. The teacher must depend on group association to brighten the senses of some and dull the desires of others.

How then does art figure in so complex a subject?

We have as the basis animating the classroom the constructive instinct that is man's birthright. But to learn to be useful our advanced civilization demands years of study while this instinct lies dormant.

If the child can be given some means of self-expression to show subconsciously the connecting link between what he is studying and what the result will be, his efforts become easier. Some form of art practice is the most likely means to this end.

Crafts, design and abstract art each may relieve an inhibition in those children of different personality and temperament who are all trying so hard to do what is right and not knowing why. Some of the main impressions to convey in using an art course are how closely everything about us is affiliated with the artist and how art enters the home.

For instance select objects in the room, a blouse the child is wearing, a desk, a flower pot, invite him to imagine a better one, more conveniently designed, more beautiful to behold, of different materials, different colors, and then to draw it and paint it.

He may want larger pockets on the blouse and no string, no lip on the flower pot and a color in harmony with the flowers, a desk with a linoleum top in color and no carving on the iron supports. These and endless variations of any subject will reward the interested teacher.

The child who unashamedly sets down his thoughts in some form of art and believes in them has strength of character. The child who sets them down neatly shows a regularity of thought process. Some will reflect individuality, originality and even slight genius under sufficient nurturing.

It is paramount that the teacher select some subject in which idealism or sophisticated interest can take part, keeping in mind that our modern children converse as freely on gear-shifts as we did on marbles. With this in mind the beneficial side of an art course will always assert itself.

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## Courage

By JAMES BALL NAYLOR

A man may be defeated half a score of times or more,
His prospects may be darkened and his heart be bruised and sore;
But let him smile triumphantly and call Misfortune's bluff,
For no man's ever conquered till he cries: "I've got enough!"

Good luck to him who strips to fight just one more losing fight,
Who battles valiantly because he knows he's in the right;
Who grapples close with adverse Fate and scorns each hard rebuff!
For no man's ever conquered till he cries: "I've got enough!"

# More About Normal School Methods

P. W. HORN

**President, Texas Technological College, Lubbock, Texas**

SOME do; some do not. There is as great a variety among Normal Schools as there is among kindergarten or high schools or technological colleges.

The real truth about it is that one of the great problems of the Normal Schools is to show the proper relationships between devices and principles.

No teacher can do his best work who does not have a comprehensive grasp of the great principles underlying the work of the teacher. It is upon the understanding of these principles that all real skill in teaching is based.

Nevertheless, a teacher may have at least a fairly good knowledge of these principles and yet not be able to apply them. It is necessary for him to have at his command a group of devices which will enable him to put these principles into effect.

A teacher should be trained first in subject matter, second in educational principles, and third in educational devices.

If a teacher does not know his subject matter it will be impossible for him to make up for this deficiency by the study of either educational principles or educational devices.

On the other hand, one may have genuine command of the subject matter and yet may not know those principles of education upon which teaching is based. Still, again, he may understand his subject matter, and may also understand the broad underlying principles of education, and may not have at his disposal the devices which will enable him to utilize what he knows by getting it properly before the minds of his pupils.

The great problem of the Normal School is to present these three elements in the proper proportion. The poorest Normal Schools emphasize the third element unduly. There is, however, a possibility that the better group of Normal Schools may be making the mistake of emphasizing the first and the second element to the neglect of the third.

In general, it may be recognized that the teacher who understands the subject matter and the principles of education, but who does not have her own educational devices, has a better chance to supply the deficiency than has the teacher well trained in devices who lacks a grasp of the subject matter or of the principles of education.

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FRANK WEBSTER SMITH

**Principal (Emeritus) Paterson, New Jersey, Normal School**

NORMAL SCHOOLS probably have overstressed method. They probably still do so. I take it, however, they are not so much method shops as they once were, but more broadly professional. I long ago took the ground that it was not the business of the Normal School to teach those special modes of teaching reading, geography, history and the rest, evolved by school men and women and characteristically assumed to approximate the ultimate in high degree. The familiar term *special method* has been applied to them. Perhaps *individualizing method* would be a more apt designation. Such methods are ephemeral. Many of them vanish almost before the pedagogical dews upon them have evaporated, most, if not all, of the rest of them not long afterwards. Perhaps, however, their dead selves are stepping stones. Who knows? The most that need be done in this department of methodology is to give a few weeks to the discussion of the most approved current methods of teaching different subjects and the principles of teaching they follow or violate at different points. Method is a personal matter. It must be developed individually. There is no one right method. The main energy of the Normal School should be outside *special method* courses, such as are referred to here. It should in my judgment be directed to four things:—

1. First and foremost, developing teaching personalities which inevitably include all-round physical assets.

2. Developing scholarly attitudes. Information accumulated through books and lectures is not scholarship. This lies in improved mental processes; familiarity with great sources; skill in resourceful exploration; power to organize; knowledge, carried to the point of intuition, of great principles of education and of teaching (two very different things); and the development, on these bases, of sensible and effective ways of doing things. These latter are gained through real observation and real practice teaching, which are indispensable, but largely in this connection through one's own initiative. Every opportunity and encouragement should be given for this. Freedom is the key. Discussion, not dictation, paves the way. Critics should be open-minded, not prejudiced; glad to see a student succeed in ways undreamed of before.

3. Developing a sympathetic knowledge of children's natural attitudes toward things, and their natural aptitudes in mental and physical activities; healthful and helpful ways of guiding interests and developing interests for normal growth; and sane modes of exploring capabilities and achievements. This is the major part of Normal School psychology.

4. Developing responsive spiritual qualities which enrich personal contacts and make education fertile for vigorous fruitage in well-rounded character.

# Teach Them to Write Letters

By LOUIS W. RAPEER, Ph. D.
President of Research University, Washington, D. C.

SPENCER'S question, "What knowledge is of most worth?" is still unanswered. Yet the schools of America are making greater progress toward its solution than ever before. The great burden of cost and the poor product due to smattering and lack of concentration on minimal essentials make the speedy selection of essentials and the elimination of dead wood an important national problem.

What is the minimal essential of composition? We know, since Ayres, that the essentials of spelling are the words used most frequently by people who write and that the world writes principally letters. Thus Ayres analyzed letters of many kinds and helped to get a functioning list that provides the essentials of the subject as taught today. The test of mastery of a thousand or more of these words is, of course, the ability to use them in letters; and the test of teaching efficiency is, further, the ability and habit of children and adults to use the dictionary well for words not so mastered. Many teachers today are successful in securing mastery of perhaps a thousand most commonly-used words when the child and the grown-up write letters; but this second minimal essential, of the dictionary habit firmly implanted and the desire for a dictionary at hand while writing letters, the elementary schools quite generally fail to achieve.

If you secured all of the writing of all the people of the country in which you live for the past year, you would find that nearly all of this writing in bulk was composed of letters, personal and business. The fact is that commonly we, the common people, who attend the public schools, write only letters; and the average number of letters written a year per capita is very small. Many people who have graduated from our elementary schools do not average a letter a year. Many have an extreme reluctance to write letters and are thus cut off from many contacts necessary to their success and happiness. The average adult should write more business and personal letters and make more contacts through written communication. This need is both individual and social.

Is not *the* minimal essential of composition teaching the ability to write easily and effectively without great repugnance ordinary personal and business letters? I believe that it is, and that schools do not put first-things-first.

The way to gain power to write letters is to write them—under careful guidance and natural motivation. Yet the composition work in the elementary and high school and the college utterly fails to make letter writing a primary aim. No one can take up a book on modern business correspondence without seeing that there is far more to this subject than teachers dream. No one can correct a thousand personal and business letters selected at random from a typical community without realizing keenly that teachers may teach "composition" but that the teaching seems to affect very little the only kind of composition that most people use. There are other aims for teaching composition; but this primal necessity facing our people should no longer be neglected by our schools.

To give an example of the need, let me cite my experience as head of the department of education of a good state college. Realizing that the high school teachers we were training depended very largely on their letters of application to secure positions, I had all seniors in my classes write a letter of application to Superintendent John Blank, Blankville, Pa. I had the dean of the school of Liberal Arts, who was an expert on English, correct these. He used a red pencil. I went over the letters myself with a blue pencil, from the standpoint of thought, form, grammar, punctuation, and pulling power, in a way that helped students most to improve rapidly in this ability.

What was the result? The letters were all red and blue; and few escaped numerous corrections, I realized that our training of our students to secure and to hold positions effectively was very faulty in this particular; yet I believe that not more than two or three colleges and normal schools for the training of elementary teachers and high school teachers in the United States give this essential training, either in the English department or in the Education Department. In this experiment all of the hackneyed phrases, like "I beg to state," were used with the possible exception of "I take my pen in hand," and one of the most brilliant students signed her name below the words, "Yours respectably."

Is this putting first-things-first in education? Certainly not. Have you tested your eighth-grade graduates or your seniors in high school? Test them and see. Then study your course of study and what the teachers actually do; and see how from first grade to the last year of college pupils and students fail to get what knowledge is of most worth in this particular. To help improve this situation, one of our graduate students is collecting thousands of letters written by adults in a typical town and the country-round-about, and

is making a scale to measure letter-writing ability, for adults, with two parts, for business and personal letters, and will follow these with scales for the schools. As soon as such scales are available you may be sure that there will be a tremendous awakening on this problem of teaching composition that hits the mark, namely letter writing.

Of course, other universities should have students attack the same problem. We want no monopoly of the idea. The aim is service, not patent rights. We need the experience of all who will collect letters and will test their pupils on this most important ability so greatly neglected in our hit-or-miss American education.

## Addresses by Superintendents

By A. E. WINSHIP

MORE than ever have city superintendents initiated the work of the school year with masterful addresses to the teachers. Indeed, it has become the high spot of the year, this opportunity to thrill the teaching force with a message as broad and deep and high as any that will be presented on President Frank D. Boynton's program at Cleveland in February.

Were there not so many of these messages we would gladly pass some of them along to our readers, but it would be a tragedy to select any and eliminate many.

We select a few sentences without giving credit, because they are samples of the wealth of professional sanity which has been spoken by a thousand city superintendents in September, 1928.

"Our business is to change the coarse into the refined, the ugly into the beautiful, the downcast into the buoyant, the discouraged into the hopeful, shame into honor, and all with reverence to the Giver of Life."

* * *

"So direct your children that there is always in sight, in plain view, achievement, growth, power and a determination to do better, to become master of the task, to realize the possibility of the approach to perfection."

* * *

"The perfect paper is not the measure. Many perfect papers are expressions of machine processes. We must look deeper. What is the working of the mind that produced the perfect paper?"

* * *

"The hope of mastery, the possibility of attaining skill in any specific activity is proportionate to the habit to forget much except that which directly relates to the subject at hand. What is it to concentrate? Not so much to lift up some truth or set of facts; rather it is to put out of consciousness that which is not needed."


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# The Last Resting-Place of Columbus

By JACQUES W. REDWAY
Mount Vernon, N. Y.

A CORRESPONDENT who certainly possesses an exalted opinion of my knowledge asks the very pertinent question, "Where is Columbus buried?" The answer is not easy. According to records made after the close of the Spanish-American war the casket containing his remains was taken from Havana Cathedral by a Spanish war ship and lodged in the Carthusian Monastery, Las Cuevas—or its successor—in Seville, Spain. According to records which other authorities declare to be unquestioned, it still reposes in the cathedral at Santo Domingo. Columbus died at Valladolid, a city of Spain. Three years after his death the body was carried to Seville and placed in a crypt of the cathedral noted, where it remained until 1536. It was the desire of the great discoverer to rest in the land of his discovery, accordingly the remains were transferred to the cathedral of Santo Domingo in 1537.

Up to this point the historic records are unquestioned. The remains of Columbus, his brother Bartholomew, and his son Diego, were at rest in a cathedral built through the efforts of Ferdinand, a son of the Admiral. There the remains of the three reposed, along with another member of the family, Don Louis Columbus, for two centuries. Then came a contest for the possession of the island, renamed Haiti, and it passed into the possession of the French. By the terms of the treaty between the two nations the remains of Columbus were removed supposedly from Santo Domingo to Havana, and there placed in the cathedral.

But were they? Therein begins a historical controversy that still is more or less upsetting. Certain it is that a casket was removed to Havana, but whether it contained the remains of Columbus or of some other member of the family is still a question to be decided.

In 1877, another century afterward, repairs and enlargements of the Santo Domingo cathedral made the opening of the crypt on the right or "Gospel" side of the altar necessary. The vaults were opened, and the caskets were uncovered in the presence of official witnesses. In an empty vault was found a blackened plate on which was inscribed a name. "Don Luis Colon." On another casket was a similar plate containing an inscription on each side. On one side the inscription read: "Ultimo parte de los restos del primera Almirante Cristoval Colon Descubridor i . . . e." On the other: "Descubridor de la America; primero Almirante i . . . e." The latter inscription was almost undecipherable, and the restoration may or may not be exact; concerning the name "America," there is no doubt.

The effect of the disclosure was like an explosion of dynamite. Spanish historians denounced it as a fraud, and pronounced the inscriptions forgeries. To this charge there is something in the way of evidence. The spelling of the Admiral's name was "Cristobal," and not "Cristoval." Moreover, the name "America" was not then in general use. These objections, therefore, are not without weight. Nevertheless, the evidence that the casket taken from Santo Domingo to Havana after the treaty of Basle was that of Don Louis Columbus, and not that of the great Admiral, is pretty strong. And if his remains are still in Santo Domingo, then God has been good to him, for that was his desire.

Some forty years ago the question was examined by Captain William H. Parker, U. S. N., and his report was printed in Goldthwaite's Geographical Magazine. Captain Parker has crossed the Great Divide, and Goldthwaite's Geographical Magazine is long since a memory. At the present time the status of the question is the two burial places claimed for the Great Discoverer, one or the other—or neither.

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## My Philosophy

By JAMES WHITCOMB RILEY

The signs is bad when folks commence
  A-findin' fault with Providence,
And balkin' 'cause the earth don't shake
  At ev'ry prancin' step they take.
No man is great tel he can see
  How less than little he would be
Ef stripped to self, and stark and bare
  He hung his sign out anywhare.

My doctern is to lay aside
  Contensions, and be satisfied:
Jest do your best, and praise er blame
  That follers that, counts jest the same.
I've allus noticed grate success
  Is mixed with troubles, more or less,
And it's the man who does the best
  That gits more kicks than all the rest.

## Teaching in Your Home Town

By EVERETT V. PERKINS
Augusta, Maine

MANY teachers look with envious eyes upon the school positions in their old home town. They want to return to the scenes of youth and live among their relatives and long-time friends. This is natural, but most of them will find it impossible to realize their desire. There is something else that they can do, however, which in the long run is likely to be much more satisfactory. If they teach in Jonesville, even though the place be far away from their parents and friends of youth, Jonesville may become in the truest sense their "home town" if they are able to answer "Yes" to the following questions:—

1. Do you know Jonesville—its size, history, leading industries, prominent institutions?

2. Do you belong to organizations for community welfare, such as the Chamber of Commerce, the Village Improvement Society, the Y. M. C. A.?

3. Do you perform the duties of citizenship at Jonesville, always voting intelligently and conscientiously on election day?

4. Do you know the origin and purpose of the parks, public buildings, and other common possessions of Jonesville and do you, as a citizen of the community, have some feeling of proprietorship towards such things?

5. Do you read the Jonesville papers thoroughly, taking special pains to be posted on local affairs?

6. Do you belong to some organization for fellowship, self-improvement, and service, such as Rotary, Eastern Star, the Grange, and do you make the most of the organization's opportunities?

7. Do you take an active interest in every pupil in your classes, keeping track of what the boys and girls do after leaving school, and getting acquainted through them with their families as you have opportunity?

8. Do you keep your check account and deposit your savings in a Jonesville bank?

9. Do you have your doctor, your dentist, your dressmaker, your favorite candy store in Jonesville?

10. Do you go to some church in Jonesville, get assigned to a regular pew, make some contribution to the church life, and soon begin to welcome strangers and new-comers?

11. Do you remember the different people you meet and greet them cordially as you have opportunity?

12. Are you very careful about performing all the little courtesies that characterize cultivated people, such as returning calls, sending notes of sympathy, telephoning congratulations, etc.?

If a teacher can answer the above questions affirmatively, no matter how many time she moves, she will always teach in her "home town," and she will find this town the best place on earth.

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*Gavotte-Mignon* (Thomas) (20443). Mignon is a story of a little girl stolen by gypsies. When she is grown, she goes to a village where a musical entertainment is being given, and there she finds that her father is a nobleman.

The gavotte is an old French peasant dance.

Class may raise hands when loud flute-tone is heard.

*The Educational Department*

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# *Personal and Professional*

JAMES C. CLARK, Hyde Park High School, Boston, popularly styled "the co-ordinator," has been the "Sergeant York" of the Part-Time Schools of Boston. He was a skilled machanic in Worcester, learned his trade in the trade way of other days. He was a student seeking to do new things and to do old things in a better way, and he went to Lynn as a machinist and draftsman in what ultimately became the General Electric Company, staying there five years. From this he blossomed out in the Boston schools as manual training instructor in 1898. Ten years later he was an industrial instructor in the Boston schools.

In 1912 he was instructor in manual arts in one of the Boston high schools, and asked a manufacturer in the neighborhood if he would let a few boys come to the factory and work without pay for four hours on Friday afternoons.

Twenty-five boys were glad to do this. They were so satisfactory to the manufacturer that the next year he arranged for high school boys to come for three days a week, the same number of boys each half of the week. This was so satisfactory that the next year, 1914, all the factories in that district were glad to have boys work one week and be in the high school the alternating week, and that has been the plan for fourteen years, and today there is no desire to abandon the plan by any one.

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E. GEORGE PAYNE, assistant dean, School of Education, New York University, is rendering highly important service in connection with the National Safety Council, of which he was chairman for five years, is the author of this rallying call to the schools for safety work: "In spite of congestion and other unfavorable conditions, proper instruction will affect favorably, if not eliminate entirely, accidents to school children, and even decrease the number of accidents to those children who are not in school. The instructions will also decrease accidents to adults. The schools have the finest opportunity and the greatest possibility of effecting favorable results."

Dr. Payne is a native of Kentucky, and taught in the Eastern Kentucky State Normal School, and for six years was on the faculty of the Harris Teachers College of St. Louis before joining the faculty of New York University in 1922.

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ROLAND W. GUSS died suddenly at a church service on November 1, in North Adams, Mass., where he had lived in recent years. He was on the faculty of the Greeley, Colorado, State Normal School, 1891 to 1896, and of the North Adams State Normal School 1896 to 1914. Professor Guss was an exceptionally interesting educational personality. He always had a clear vision of magnifying a knowledge of nature and a love of nature, and he accepted it as a mission to have the schools inspire children to know and love nature by working with nature in school gardens.

He vivified the idea of Jessie V. Carter, of the Trade School of Boston, who has a bit of verse, each stanza of which closes: "God of Work, We thank Thee."

Mr. Guss vitalized his school life so that it might be his epitaph, "God of the Garden, We Thank Thee."

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ROY OWEN WEST, who succeeds Secretary Work of the Department of the Interior, should be an asset to the Bureau of Education. He is president of the Board of Regents of De Pauw University, and has taken an active part in magnifying the efficiency and modernizing of that university.

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CHARLES A. WALKER, who was recently elected superintendent, Maynard, Massachusetts, is a graduate of Bates College, 1905, specialized for superintendency work at Columbia and took four years in graduate administration work at Harvard Summer School. He has been a superintendent for eleven years, serving in the school union of Phillips, Me., and the union of Hampton, N.H., and for more than five years has been superintendent of the schools of Chelmsford.

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F. H. CLOSE, superintendent, Wadsworth, Ohio, suggests with emphasis that high school students should be given the thrill of aspiration by having a principal or teacher devote a half-hour each week to a personal matter of which the following subjects are samples:—

The school is training *in* citizenship, and not *for* citizenship. Destruction of school property necessitates expenditure of funds which would otherwise go toward additional equipment. The conduct of high school boys and girls in school and out of school reflects upon the school. Loyalty to the school stands over and above set or gang loyalty. To shield one's closest friend in wrong-doing is neither best for the friend nor the school. Assisting in nipping wrong-doing in the bud is a real service rendered the offender. Real citizenship is not merely refraining from doing wrong, but involves being a dynamic factor in making conditions better. The value of a diploma depends upon the standing and "good name" of the school. No diploma should be granted any boy or girl unless habits and attitudes are commendable.

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**Modern Principles and the Elementary Teacher's Technique**

*By*

CHARLES ELMER HOLLEY, PH. D.

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# *School Problems*

## Edited by a School Executive

*193. How much home study should we have in the Junior High School?* (Michigan.)

None if you can arrange a seven-hour day. Supervised study in the school is much to be preferred to any home study. If this is impossible, and you have to have the shorter day common still to the Junior High, cut your home study time and budget it among your teachers. Have the teachers understand just when they are to have the home time of each pupil and when some one else is to have it. This is a faculty problem and should be carefully worked out by the teachers in committee under the guidance of the principal. The amount of time each pupil has to study in school, his free periods, and the fact that some subjects lend themselves to home work better than others are two important factors to be carefully considered.

On the basis that no home work is the right idea in the first six grades, and that seems to be generally agreed upon, to throw a seventh grade pupil into an hour or two at home study is a grave mistake. He usually fails in procedure and gets habits of idleness as well as a distaste for his work. At the most, a half hour a day for home work in the seventh grade, and far better none is the story. An hour in the eighth and an hour and a half in the ninth grade is the maximum.

No home work in grades seven and eight should be our goal. Now I can hear our college people say: "But if a pupil is preparing for college he should begin his home work in grade eight." No. Of one thing I am sure, and that is, when the college or any other agency attempts to reach down through the high school into the life of my eighth grade, twelve-year child, there is only one answer, and that is—Hands off! He is still a child, and here is the battle for the Junior High, to keep him free from the scholastic, routine influence of Senior High and college. It is contrary to the cornerstone principles upon which the Junior High is founded, and should be carefully watched.

*194. Is the trouble in arithmetic problems largely a matter of arithmetic or English?* (Rhode Island.)

If you had asked that question ten years ago I would have answered English at once. Today I am not so sure. Our new arithmetics have graded the English carefully to meet the level of the child's comprehension, but I think it should be even lower. With the problem of recognizing the needed operation, which is the chief trouble in arithmetic problems, there should never be the shadow of a vocabulary difficulty. The vocabulary and comprehension material should be a full year behind the number difficulty, when you are handling it in an arithmetic problem situation. We also have studies which seem to indicate that our ability to handle arithmetic problems depends upon our practice in so doing. If that is true we need very many more problems and less abstract work than is used in most schools.

*195. How much salary should the school nurse have?* (Virginia.)

Regular grade salary for teachers is a common standard for school nurses. This is usually based on three or four years' education and training beyond high school.

Some places that require longer hours from their nurses and feel that the position is one of greater responsibility pay from one hundred to two hundred dollars more than the salary received by the elementary school teachers. In nearly all cases the grade teacher's salary is the gage.

*196. How can we get the newspapers to do more for the schools?* (Illinois.)

Some schools make a weekly arrangement with the newspaper to have a column devoted to school news. This column appears weekly on the same page, and is written by some one in the school department. Coming on the same night, in the same place, it promotes the habit of looking for school happenings on the part of the people and becomes a worth issue for the newspaper.

In other places local reporters are invited to call at the superintendent's office, and in some cases have a regular weekly appointment with him. This is a good idea. School events should be written up carefully for the press and sent on time. We school people could get much more out of the papers if we tried. They want news; news that will interest all kinds of people. It must be alive and interesting. Stale or heavy information makes no appeal to the easy eye of the public. This is a point educators sometimes forget. We want to print what they should know while the paper desires to print what the people want to know. "Not entirely true," you say. Well, true for the most part, and a spot where we frequently lose out.

The newspapers are doing much better by us of late years, and by friendly invitation they will do much more. It is a joint job.

Let us not forget the much they withhold from print for our protection, and be ever grateful for that.

# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## The Inventor of the Gas Gun

Good morning, girls and boys:—

As I came down the road this morning who should I run into but Mr. Skunk. I am sure he had been spending the night trying to get into my hen roosts. I do not mind the smell that he is capable of making half as much as I do the way he sneaks off my chickens if he has a chance. I did not bother him, of course, and, of course, he did not bother me. Really he is a very decent fellow if you go about your business and let him alone. If you chase him or throw a stone at him or set a dog after him, well, that is a different matter.

But the sight of Mr. Skunk reminded me of the inventor of the gas gun. In a far-off country there is a beetle known as the Bombardier Beetle. He is not a very large fellow, but he is exceedingly bright and has equipped himself with the very latest method of self-defence. Of course, he made his gas gun thousands of years before man made his, but that is a small matter, for nature is just full of instances of that kind.

Suppose we chase one of these beetles. The little fellow sees us coming and hurries off as fast as he can. We get down on our hands and knees and follow him as he rushes along. We are just about to lay our hands on him when, Boom! There is a report as of a small pistol and, instantly, a thin, whitish smoke rises from the beetle and floats towards us. He has shot the gas right at us. An instant later it reaches us and we stop hurrying after him to put our hands over our nose. In the second that the awful smell holds us back the beetle scuttles under a stone and is gone.

As we go on with our studies are you not impressed more and more with the wonderful mind that must lie behind all things, inventing and planning and arranging in a most marvelous manner?

Goodbye! Best wishes for a happy, useful day.

Your Uncle Jed.

---

## Vestigia

The word "Vestigia" means "traces" or "footprints." How beautifully such a title fits the wonderful poem that follows it!

In this poem the poet speaks a marvelous truth that would transform the lives of all of us if we would but put it into practice. Can we find a single thing that lives that does not express beauty, of some sort? There must be a deep reason back of this universal practice. What is true of all created living things must, also, be true of man. To serve the high purposes of his being here upon the earth he also must express beauty in his deeds; yet man has the strange power rising out of his free will of expressing ugliness, of running counter to the universal law, of making himself the centre of a pool of wickedness that defiles the earth about him. The price he pays for such antagonism to the universal law is the price all breakers of the law must pay, misery and sorrow in his own consciousness and the contempt and hatred of those beings about him who see the ugliness that he creates.

It would pay all of us to follow the great poet's example and take a day to search for God. It would pay us all at each day's end to ask ourselves: "What have I done to make some saving beauty be?"

VESTIGIA.

I took a day to search for God,
And found Him not. But as I trod
  By rocky ledge, through woods untamed,
  Just where one scarlet lily flamed
I saw His footprints in the sod.

Then suddenly, all unaware,
From off in the deep shadows, where
  A solitary hermit thrush
  Sang through the holy twilight hush—
I heard His voice upon the air.

* * *

Back to the world with quickening start
I looked and longed for any part
  In making saving Beauty be—
  And from that kindling ecstasy
I knew God dwelt within my heart.

—Bliss Carmen.

---

## The Spirit of Autumn Has Come Again

I wonder how many have seen the beautiful Autumn Spirit abroad upon the land! I am sure the poets have; and the painters, and the nature lovers; and the little children whose eyes can see so many, many things hidden from the eyes of older persons. I saw the Autumn Spirit yesterday in the country about my home. I saw her standing in a wild barberry bush with strings of scarlet barberry-berry corals hanging about her neck. A song sparrow came and perched on her little shoulder and sang a sweet song in her listening ear. I saw her again playing with the leaves of an old elm. There she was, sitting on a high limb scattering the golden leaves out of her hand and blowing them in a wild drift into a hollow of the woods. I heard her whistling from the pasture gate. She was sitting on the top bar, so little and so like the brown field behind her that I almost took her for a quail. Her whistle, too, sounded like a quail's as it sent its "Bob White!" streaming across to me. I saw her walking in a hillside field where the golden pumpkins were all traced together with dark green leathery vines; I am sure she was looking for a pumpkin more golden than the rest to turn, at the rise of the harvest moon, into a coach with field mice for her prancing steeds. I saw her later, dressed exactly like Boy Blue. She was sitting at the base of a brown haystack blowing sweetly on her reedy horn a tune of departed summertime. What a tune it was!—so full of the cymbals of little crickets and the drone of bees and the drums of woodpeckers on rotted trees.

And just before the sunset I saw her standing like an Indian maiden of the long ago beside a tattered teepee of the corn. It is fun walking out into the country these days with eyes open for the fairyland behind the scene. The Autumn Spirit is always there ready to walk with you and sing for you and show you the treasures of the harvest world.

---

## My Aim

Someone has said: "The final balance of any life is the sum total of its aims." How very true this is of all of us! We go towards whatever light we see like moths and night-flying birds. A lighthouse on a storm-bound coast is always the end of the journey of thousands of migrating birds who dash themselves to death against the huge eyes of the revolving lenses. Man, alone, has within himself the power to erect his own lights, to set them, flaming, in the far future of his days and then direct the flight of his all-powerful wings towards the beacons of his own creation. To set up noble lights; to scatter them along a way of usefulness and unselfish service is to glorify the night in which we wing our way. Against such beacons no wings are broken and no hopes fall dying into the surf below.

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It is only when man sees and follows the lure of a light not his own that he flies a perilous journey over unknown seas.

In the following poem the poet sets up his beacons. How beautifully they glow, warming to a soft comfort the bitterness of the surrounding seas!

MY AIM

I live for those who love me, whose
hearts are kind and true,
For the heaven that smiles above me,
and awaits my spirit, too;
For all human ties that bind me, for
the task by God assigned me;
For the bright hopes yet to find me,
and the good that I can do.

* * *

I live for those who love me, for those
who know me true;
For the heaven that smiles above me,
and awaits my spirit, too;
For the cause that lacks assistance, for
the wrongs that need resistance,
For the future in the distance, and the
good that I can do.

—G. Linnaeus Banks.

## Lanterns in the Dark

What interesting games people play! Come along with me this warm summer night to the banks of a river in Japan. I want you to watch one of the most beautiful games in the whole world. It is very dark as we come to a green meadow on a river's bank,—so dark, indeed, that we can only stumble along, feeling for the narrow path as we go. Suddenly, right ahead of us, we see a long row of gleaming Japanese lanterns swaying gently between two tall trees. Some are golden bright with scarlet dragons crawling around their paper sides; some are purple, with bright yellow chrysanthemums blossoming against the light within; all are glorious, wonderful spots of light twinkling and glittering and glowing against the velvety dark of the woods behind. As we come nearer we hear people talking; one man is saying: "You, Chinzo, take your turn. Draw tight your bow string and strike out the light in the second lantern from the left side." We hear a scraping of feet, then feel a silence, which is suddenly broken by the twang of a bow string and the soft whistle of a speeding arrow. As though pinched out by some fairy's fingers, the light in the lantern disappears and there remains only a black hole in the long line to show where it once glowed.

People laugh. One says: "Well, done, Chinzo! You are a good shot. Now it is my turn. I shall put out the eye of the golden dragon on the right."

Thus the game goes on, dark figures in the pitchy night shooting unseen arrows at lovely lanterns that sway and swing between tall trees, each lantern bearing in its heart the glow of a golden light.

## Our Friends the Birds

By NORA M. ATHERTON
Madison, N. D.

Don't harm the birds, my little boy,
They bring you happiness and joy
Each year they come in early spring,
Among the trees they gayly sing.
In colors gay some birds are dressed
And on their heads some wear a crest.
But those that dress so very plain
May sing a glad and sweet refrain.

Up in the trees they build their nests
And feed upon the worms and pests
Which would our crops and fruit
destroy.
Were it not for the birds, my boy,
We'd suffer from the stings and bites
Of insects through the summer nights;
Our boys and girls for food would cry
And soon of hunger all would die.

Just see the good that birds may do,
Then build them homes and feed them
too.
Then they'll come back each year in
spring
And round your home they'll gayly
sing.


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# EDUCATION IN ACTION

## Finds Business Eager To Get College Men

American business and industrial corporations have come to regard colleges as employment bureaus since the World War, according to the annual report of Dr. Walter T. Marvin, dean of the College of Arts and Sciences of Rutgers University. Corporations, the report said, have discovered college men possess the training and character essential to success in business.

## No Airplane Rides For Girl Students

According to a notice posted at the Connecticut State College for Women, students are forbidden to accept invitations to ride in airplanes during the scholastic year. Dean Irene Nye, Dr. Kip and Dr. Leib, members of the presidential committee, who are running the college until a president is chosen to succeed Dr. Marshall, who resigned last spring, signed the bulletin board order. This ban includes the short vacation periods at any time near the opening or the closing of the college sessions.

## Teacher Chews Weed; Board to Prosecute

The question whether it is proper for a country school teacher to chew tobacco was brought to the attention of Assistant County Prosecutor Orville Dwyer at Cincinnati. The case involves E. O. Reno, teacher at a rural school, between Loveland and Remington, Ohio. County School Superintendent O. H. Bennett prepared the charges. Reno insists tobacco chewing is not unrefined.

## "Monkey Bill" Hits Treasury

The "monkey bill" of Arkansas, passed by referendum in the national elections, prohibiting the teaching of the evolution theory in public schools, will cause a revision in the textbooks of that state. Old biology, zoology, genealogy and psychology books, making reference to ape or other animal ancestry, will be barred from further use in schools of Arkansas under the new law. Expense of providing new textbooks in these subjects will take several thousands of dollars from the state treasury. Arkansas, in passing the anti-evolution bill, joined the States of Tennessee and Mississippi in legally opposing the Darwin theory. Word comes that the American Civil Liberties Union will renew its fight on laws restricting the teaching of evolution. It has issued an appeal for some school teachers in Arkansas, Tennessee or Mississippi to sponsor a test case which the Civil Liberties Union is ready to conduct. Anti-evolution laws will be offered in the 1929 sessions of numerous state legislatures, the Union said in its announcement. According to J. P. Womack, superintendent of public instruction, Webster's Dictionary is barred from Arkansas educational institutions supported wholly or in part by public funds because it comes under the ban of the anti-evolution law. The dictionary says of evolution: "The theory, which involves also the descent of man from the lower animals, is based on facts abundantly disclosed by every branch of biological study." It is said that the Encyclopaedia Britannica and other reference works must also be discarded to comply with the law.

## Every Professor Member of N. E. A.

Every professor of the Teachers' College of University of Florida is a life member of the National Education Association, a record not held by any other university or college in the United States. Dr. John J. Tigert, former United States commissioner of education, new president of the institution, was a life member of N. E. A. before assuming his new duties.

## Minnesota Schools Add to Enrollment

Minnesota's public school population is growing and the number of days attendance recorded for each pupil is also on the increase, it is announced by J. M. McConnell, State Commissioner of Education. The total enrollment for this year is 552,794, compared with 550,330 for 1927, and 549,899 for 1926. The average number of days attended by each pupil in the school year just closed was 145.8 days. In 1926 the average number was 144.3 days. There are 22,080 teachers of public schools in the state. Of these 19,460 are women.

## Marking System Declared Tyrannical

"Progressive schools do not entirely abolish marks and tests, but they use them in such a way as to eliminate strains and anxieties," declares Stanwood Cobb in "The New Leaven." "They seek to abolish the evils of the competitive marking system—which is so apt to produce in brilliant children self-consciousness, conceit and selfishness; and in the slow-minded child a sense of failure, of inferiority, and of injustice (since marks often fail adequately to represent the intelligence and natural powers of the child)," he continued. "Children are encouraged to express themselves and to compete, not with other children, but with themselves to surpass their previous records and achievements," he concluded.

## Wife of Governor-Elect Will Continue to Teach

Mrs. Franklin D. Roosevelt, wife of Governor-Elect Franklin D. Roosevelt of New York, will be busy after January 1. In addition to being mistress of the Executive Mansion at Albany, she will continue to teach literature and history at a school for girls in New York City, keep an eye on her furniture factory at Hyde Park, which is a trade school for boys, serve on a few committees and boards of directors, and occasionally visit Groton or Cambridge, Mass., where four sons are in schools.

## How King Speaks The King's English

What kind of public speaker is the King of England? Millions of his subjects have seen him and cheered him on state occasions, but comparatively few have heard him speak. Those Britishers who drop their h's and commit sundry other errors in speech may be heartened, therefore, to know that their King makes mistakes, too. At the magnificent ceremony which opened Parliament recently, King George read his Speech From the Throne as he has done on at least twenty previous occasions. If any captious listeners had been present they would have noticed that the King said "particklir" for "particular." Still more noticeably he said "equittable" for "equitable" with the accent on the second syllable. There is in King George little trace of the heavy German accent of his father, King Edward VII, nor of the lighter and more graceful English speech of the Prince of Wales. All in all, there could be little fault found with the King's oratory. If an elocution teacher had happened to be in the galleries of the House of Lords he might have been well pleased with the royal performance.

## Topeka School Has Banking System

Fred Seaman, the founder and head of the Seaman Rural High School, north of Topeka, Kansas, heard that the chief criticism among business men was that high school graduates knew nothing about financial affairs. So the Seaman High School has what is said to be the only bank of its kind in the United States. In it there are stockholders with stock certificates, and it will even handle drafts and issue cashier's checks. Its largest loan is $55. The stock in the bank is $1 par value, and there are 100 students and some parents who own stock. The deposits aggregate $2,100. The students Monday deposit their spending money for the week and write checks to pay their bills. The business houses near the school accept the checks. The Topeka banks encourage the school and they also handle the school checks through the clearings. Accounts may be overdrawn, but the students get the regular notices about overdrafts. There also is a savings department.

## Pupils Fight To Hold Dance

A conflict between Supervising Principal Edward F. Waldron and the student board of the Union, N. J., Public School was disclosed recently at a meeting of the Board of Education at Union High School, which was not adjourned until an early hour in the morning. Four delegates appeared before the board to ask permission to hold mixed dances in the high school building. Miss Leona Devine explained that the dances would be held under the direction of the physical director and that the members of the Faculty were invited to attend. She said that Mr. Waldron refused to sanction these dances on the ground that they were "immoral." William Alden, another member of the Student Board, appealed for the appointment of a mixed committee of students and Faculty to discuss this problem with Mr. Waldron. President William W. Friberger promised to take early action.

## College for Wives Of Chinese Officers

A college for the education of the wives of army officers is to be established in Kaifeng, China, by order of Marshal Feng Yu-Hsiang, known as the Christian commander. Feng's purpose is to organize a school which will enable the wives of military officers to gain an education during hours not devoted to their household duties. Daughters of army officers will be enrolled at the college after it is established. Marshal Feng has ordered the second army unit, of which he is in command, to pay special attention to the promotion of education, not only among the officers, but for the soldiers as well, who must attend daily classes where they will be taught to read and write.

## Williams Students Tighten Auto Rules

Announcement has been made by the Students' Council at Williams College that the rules in regard to the operation of automobiles by the students will be more strictly enforced this year. Careless observance of the regulations in the past, together with uncertainty over the attitude of the Board of Trustees, has made the undergraduate body apprehensive that the privilege may be taken away altogether, as has been the case at Amherst and Princeton. The council, therefore, will see to it that the rule prohibiting sophomores and freshmen from operating automobiles is strictly enforced, while cases of reckless driving will be reported.

## Art as Study Ranked High

Because of the value to the child as an individual and as a citizen, art is placed on a parity with academic subjects in Lincoln Platoon School, South Bend, Ind., and it becomes an integral part of the child's school life. Pupils work in a room particularly adapted to needs of drawing classes, with necessary paraphernalia, including facilities for applied arts. Periods are short and work is intensive. To develop an interest in civic improvement, architecture and in home planning, art study is related through problems to civic enterprises and interior decoration.

## Urges Early Entrance Of Girls to College

Urging that girls who show ability in the lower schools should be sent to college at an early age, Dr. Marian Edwards Park, president of Bryn Mawr College, declared in a recent address that the twenty leading scholars in the last graduating class at Bryn Mawr were its youngest members. Dr. Park asserted that the earlier age at which girl students started their college curriculum the better fitted they were afterwards to enter the professions or to take up the duties of married life.

## College Award Gives Fellows Free Rein

What they believe is unprecedented scholastic freedom has been granted by the Board of Visitors of St. John's College, Annapolis, Md., in creating three senior fellowships. The sole requirements to be made of a senior fellow, their announcement said, will be that he must be in residence at St. John's during the academic year. In that year he is not required to attend classes. Neither is he required to take examinations. At the end of the year he is to be given a degree. "Complete and absolute freedom to pursue the intellectual life in residence at St. John's College in whatever manner and direction he himself chooses, as the guest of the college," is to be the lot of the senior fellow, according to the terms of the resolution creating the fellowships.

## Teachers As Summer Students

"Looking over the statistics of attendance at the Summer schools in all the states for 1928, one is impressed by the number of teachers who gave over a good portion of their long vacation to study," declares the New York Times editorially. "The total estimated number of teachers, principals, supervisors and administrative officers in the United States is but little short of a million—900,700. In Oklahoma, where there are nearly 19,300 teachers, there are 17,191 students in the summer schools and 12,171 are taking courses in education—presumably already teaching or preparing to teach. Quite apart from what the summer schools are doing for teachers professionally, they are becoming great centres of adult education, and as such are to be hailed as leaders in this newest phase of educational expansion. Moreover, in such places as New York they are bringing together men and women of maturity from all parts of the United States and so promoting an understanding between East and West, North and South, such as the casual and superficial acquaintance of mere travel cannot give. The summer school population has grown even in the last three years, and the result is a by-product of great value. It not only enriches the student, but the school to which the student goes back as a teacher," the editorial concluded.

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# TREND OF THE TIMES

MILLION DOLLAR incomes are on the increase. Statistics made public by the internal revenue bureau show that the number of individuals who reported incomes of $1,000,000 or more has increased to 283 for 1928. This is a high record for all time and is an increase of no less than fifty-two, as compared with the previous year.

HIROHITO, the new Emperor of Japan, has begun his reign after a long series of preparations extending over a period of nearly two years. The last Emperior died Christmas day, 1926. The long period intervening between the actual accession and the formal ceremonies celebrating and consecrating the accession was necessary because of the Japanese conceptions concerning death, mourning, the defilement of death and the sanctity of the harvest involved in Shinto, the ancient national religion.

TAKING STOCK of world trade on the tenth anniversary of the close of the war, the national foreign trade council said that Europe, during the last two years, has increased its foreign trade faster than any section of the world, and has made up all but ten per cent. of its 1910 volume of export trade. Germany has passed France to become the world's third largest exporting nation.

HAIR-BOBBING fashion has brought about in the last two years a reduction of nearly $1,000,000 in the value of the output from comb and hairpin factories.

NEW ZEALAND since the war has spent $94,600,000 harnessing water power to produce electricity and has erected 15,000 miles of transmission lines, all under state and city ownership and operation.

EXPLORING has become a rich man's pastime, observed George K. Cherrie, former curator of the Field Museum of Natural History at Chicago. He has made thirty-nine scientific expeditions to Central and South America. The Byrd Antarctic expedition is not the first million-dollar exploration undertaken in the history of American scientific effort; it has emphasized the mounting cost of this branch of endeavor for the advancement of man's knowledge.

WORLD WAR took a toll of 37,000,000 human lives and cost $363,000,000,000, according to figures reached by experts of the committee of action for the League of Nations. France and Germany bore the heaviest burden, the former with 6,160,000 total casualties, and Germany with 7,142,558. These two countries also bore the brunt of the monetary cost of the war.

REVOLUTION that has taken place in the customs of Islamic countries is spreading. Afghanistan has seen the introduction of many western customs to replace time-honored Moslem practices, and now Persia, the greatest Moslem state today that is free of all foreign control, seems bent on joining the movement. Many reform proposals are to be submitted to Parliament during its next session, particularly in reference to the problem of woman's emancipation.

DOMESTIC UNHAPPINESS is very often caused by an unregulated choice of partners by men and women of today, asserts Dr. Bernard Hollander, president of the Ethnological Society of England. He believes that the cold voice of science should be permitted to dictate to the world-old passion of love, to supply reason where there is now so much blindness.

CHILDREN'S DISEASES may in time be beaten by science to the vanishing point, according to Dr. Richard M. Smith of Boston. During the period from birth to school age the object, he said, is to maintain a normal physical structure, to secure normal growth without defects, to protect the child against disease and death and to guide the child's mental development so that he may reach his maximum efficiency.

COAL, rather than oil, will be the prominent source of chemical energy in the future of industry, according to Arthur D. Little, president of the Anglo-American Societies of the Chemical Industries. He wants the United States to establish a supreme court of national science to study coal and its derivatives and their proper application to industry in the future.

COMPUTATIONS indicate that the average American may expect to enter a hospital once every twelve years and that the average head of a family pays $300 every three years for its service.

EXACT TIME of the start of the wage system cannot be found in history, but it is known from records to have existed long before 1321 B. C.

# The BOOK TABLE

HEALTH ESSENTIALS. By J. Mace Andress, Ph. D., Boston University; A. K. Aldinger, M. D., University of Vermont; J. H. Goldberger, M. D., New York University. Cloth. Illustrated. 480 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Professor J. Mace Andress is both a genius and a master in book making. He has demonstrated rare personality. He never emphasizes his individuality, is never traditional. The chapter headings of this high school text on health are a good index of his personality: "A Healthy Mouth is a Good Health Insurance," "Be Upright," "Getting the Most Out of Life," "The River of Life," "Changing Food to Tissue," "Play and Work," "Fun in Play," "Work and Rest," "Can You Hear Me?"

He has chosen two professional medical educators, men highly scientific, but both intensely practical and every way human.

The future leaders of society are to be found in our high schools. They will largely shape public opinion and determine the progress of the nation. The increasing popularity of the high school and its broad appeal make this inevitable. The author had in mind that a high school health text should be a message with a mission, as "Health Essentials" demonstrates.

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THE WILL TO WORK. A Study in Character Education. By Charles L. Robbins, State University of Iowa. New York, Philadelphia, San Francisco, Evanston, Illinois: Row, Peterson and Company.

This is a most refreshing book. There is nothing stilted in its thought or in the expression of its thought. It helps a teacher to help children want to do their school work not by trying to find devices and hypnotic tricks, but by exposing children to influences that make them really want to do things that will be well worth while for them to do. Boys do not need any devices or pedagogical tricks to play marbles when the spring opens, nor do girls need any hypnotic "psychology" to make them jump rope while the boys are playing marbles.

There is nothing that children absolutely need to know that they will not do enthusiastically if it is practice for improvement. No girl ever learns to play the piano to the joy of an audience who has tried to learn to "play" by "drill" lessons.

"Teachers are not mere automatons who must have every detail carefully and invariably indicated, but they are persons who have maturity enough and intelligence enough to apprehend, comprehend and apply ideas."

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CROSSROADS IN THE MIND OF MAN. A Study of Differential Mental Abilities. By Truman L. Kelley. Cloth. 240 pages. Stanford University Press.

Professor Kelley has the courage of his convictions when he attempts to determine independent mental traits and their laws of functioning on the assumption that there are independent mental traits which are present through life. He has hopes of establishing a technique for testing the agreement of theoretical conditions with observed facts. The importance of this study lies in its bearing upon procedure even more than in its specific findings, however involved these may be with the immediate problems of individual differences.

He speaks of Eugenics with a positiveness somewhat unusual.

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A GROUP OF POEMS AND JINGLES. Written by children in the Fourth Grade, Irving School, Hammond, Indiana, Florence L. McKay. Printed by Students of the Hammond High School Printing Department.

Here are fifty rhymes written by the children of one room. Each is also illustrated by some pupil in the class. It is a real achievement for thirty-one children in a fourth grade to write fifty rhymes. In some cases the rhyme is set to music composed by a member of the class.

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LITTLE HEISKELL. By Isabelle Hurlbutt. Illustrated in color by Alida Conover. Cloth. New York: E. P. Dutton and Company.

It is as easy for writers for children to discover, invent or create new stories for children in 1928 as it is for Henry Ford to find something new that is very old for the Wayside Inn at Sudbury. Isabelle Hurlbutt found a tradition at Hagerstown, Maryland, about a weathervane out of which she has a Christmas adventure that Alida Conover has pictured with colors and characters never dreamed of by any one before. If a child has seen every other child's book ever written and illustrated he will see interesting things in "Little Heiskell" that he has never seen or dreamed of.

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READING AND STUDY. More Effective Study Through Better Reading Habits. By Gerald Alan Yoakam, Ph.D., University of Pittsburgh. New York: The Macmillan Company.

Teachers have been offered excellent books for professional reading on the subject of how to study and another series of practical books on methods of teaching reading; but this book deals primarily with reading in relation to study. It is not enough to say to teachers that if they will teach desirable silent-reading habits they will thereby train children to study. Nor is it enough to provide them with a book on how to study which discusses merely the general problems of study in the traditional way. Teachers need to know in what respects teaching to read is teaching to study and what else must be done in addition to teaching the mechanics of reading before children can learn to study effectively. Children need a *course of study in study*. Here is a working plan for the development of ability to study.

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CIRCUS FUN. For First and Second Year Pupils. By Bertha Buffington Smart and Theresa Weiner of Kewanee, Illinois, R. G. Jones, superintendent, Cleveland. Revised by Alice Hankorn, Cleveland. Illustrated by Vera Stone Norman. Cloth. 122 pages. Chicago, Boston, New York: Benjamin H. Sanborn Company.

Nothing is comparable to a circus as a fun attraction for children, and no father is heartless enough not to go to a circus with children, and "Circus Fun" brings to the school every suggestion of the real circus fun. The book has important features aside from suggestive circus fun. It has some plans quite unusual. The pictures of circus animals of which children read are rarely on the page opposite the story so that the pupils have to look through the book to find the animal about which they read.

Every wise modern method and device is utilized in making the use of the book exceedingly helpful in reading silently and orally.

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## Books Received

"American Neutrality and International Police." By Philip C. Jessup. Boston: World Peace Foundation.

"Commercial Teaching Problems." By Paul S. Lomax, Ph. D. New York: Prentice-Hall, Inc.

"Training Children to Study." By Bessie W. Stillman. Boston: D. C. Heath and Company.

"The Activity School." By Adolph Ferriere. New York: John Day Company.

"The Story of Napoleon." By Mabel S. C. Smith. New York: Thomas Y. Crowell Company.

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## GRINS BETWEEN GRINDS

### Sentiment

The Mistress—"Mary, what is that old paint pot doing on the corner shelf?"

The Cook—"It belongs to the man who worked here last spring."

The Mistress—"You may throw it away."

The Cook—"I'll do nothing of the sort, mum. It's all I have to remember him by."—Puck.

### Far Beyond

"Conductor: Help me off the train."

"Sure."

"You see, I'm stout and have to get off the train backwards; the porter thinks I'm getting on and gives me a shove on again. I'm five stations past my destination now."

### Open Season

"Now, remember, my dears," said Mother Raccoon to her children, "you must always watch your step, because you have the skin the college boys love to touch!"—Louisville Times.

### Incurable

Doctor—"Ever have any trouble with dyspepsia?"

Patient—"Only when I try to spell it."

### Retailer of Happiness

Two men up from the country paused in astonishment as the word "Chiropodist" on a brass plate caught their attention.

Said the first: "What in the world is that, Bill?"

His friend scratched his head vaguely. Somewhere he remembered seeing the word before, but could not recall it, though he tried hard. But, he decided, it would never do to let the other think him ignorant.

"Heavens!" he exclaimed. "Don't you know? Why, a chiropodist is a man who teaches young canaries to chirrup."

### Improvement Patented

Willie—"Did Mr. Edison make the first talking machine, pa?"

Pa—"No, my son. God made the first talking machine, but Edison made the first one that could be shut off."—Bell Telephone News.

### His Partner

Messenger (to newsboy) —"Who's the swell guy ye was talkin' to, Jimmie?"

Newsboy—"Aw, him and me's woiked togedder fer years. He's the editor o' one o' me papers."

### Versatile!

Two-and-a-half and Four-years sat together on their little chairs. Each had a doll, and to all appearances they were traveling a great distance. Suddenly this bit of their conversation reached my ear:—

Said Four-years, in a very gossipy manner: "Yes, Missus, my baby was born this morning—in the hotel."

Two-and-a-half blinked, and took a deep breath. "Well," she said, not to be outdone, "my baby does that sometimes too!"

—From "Children."

### Wise Willie

Willie was being measured for his first made-to-order suit of clothes.

"Do you want the shoulders padded, my little man?" inquired the tailor.

"Naw," said Willie significantly, "pad de pants."—Selling Sense.

### How He Knew

The family was discussing various downtown eating places and their merits, when young Billy, the News carrier son, spoke up and said: "O gee, dad, there's a swell place in 16th street that's every bit as good as any downtown." Dad asked since when had he been sampling other cooking than his mother's and he answered: "Oh, I haven't eaten there. I've just smelt it."


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# JOURNAL MAIL BAG

### A Good Word From Cornell

Editor, Journal of Education:—

I believe I have never read the Journal with more appreciation than during the last year. Belding's page is one of the first things I go over. I have had a great deal of excellent suggestion from the School Problems. These have been most successful. Egan's Character Chats are also exceedingly helpful, and Dr. Winship's Reminiscences, appearing from time to time, are a contribution which can be made so well by no one else.

R. H. Jordan,
Professor of Education,
Cornell University,
Ithaca, New York.

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### School Musicians to Invade Europe

Editor, Journal of Education:—

Europe is to have its first substantial taste of American school music next summer.

Joseph E. Maddy, of the University of Michigan School of Music here, chairman of the instrumental affairs committee of the Music Supervisors National Conference, and moving spirit behind the National High School Orchestra, is busily engaged in working out the details of a plan whereby an all-American orchestra of possibly 150 of the most talented boy and girl musicians in the United States high schools will descend upon the Old World during July or August of 1929. The immediate object of the orchestra's European trip will be to play before the delegates to the World Conference on Education at Geneva and the Anglo-American Music Conference at Lausanne, but it is expected that while the juvenile orchestra is abroad it will also give public concerts in London, Berlin and other large centres.

The invitation to Mr. Maddy to bring the National High School Orchestra to life again for the international meetings of educators was extended jointly by Percy A. Scholes of London, eminent British musical figure, and Paul V. Weaver of the University of North Carolina, respectively the chairman of the British and American committees in charge of the programs for the Lausanne meeting. Mr. Scholes was in America last spring and heard the National High School Orchestra play before the Music Supervisors National Conference convention in Chicago and declared it the finest juvenile orchestra in the world. The coming of an American school orchestra to Europe, he feels, would be an event of the utmost importance, and he expressed confidence that the youthful players will be very warmly received in England and on the continent.

Mr. Weaver points out that although Europe has been in the lead in many things musical for a long time, instrumental school music there has not reached as high a level as has the music in the American schools, and that in this one respect, at least, America had something to teach Europe. Speaking on behalf of the American committee, he said: "The most remarkable feature of musical education in the United States during the past ten years has been the development of instrumental instruction in the public schools. No such movement has even been started in any other country and foreign musicians have no conception of what has been accomplished in America. In no way could America contribute so greatly to the music education of Europe as through an actual demonstration of our instrumental school music by a national high school orchestra."

The plan to take the group of American school musicians abroad has the enthusiastic support of P. P. Claxton, former United States commissioner of education; Randall J. Condon, past president of the Department of Superintendence of the National Education Association; Dr. Howard Hanson, of the Eastman School of Music; George H. Gartlan, director of music of the City of New York; Mabelle Glenn, president of the Music Supervisors National Conference; and many other notables in the fields of music and education.

Difficulty in raising the money for the trip is the only obstacle that will keep the orchestra from going, according to Mr. Maddy. However, he believes that among the many wealthy American music patrons some will be found who would be willing to finance such a project.

The personnel of the orchestra will likely not be under 100 nor over 150. Within the orchestra will also be the material for a band and chorus.

In 1926 at Detroit the first National High School Orchestra of over 200 players gave several concerts under the batons of Mr. Maddy and Ossip Gabrilowitsch, conductor of the Detroit Symphony Orchestra. Similar orchestras of school players from all over the country played in Dallas in 1927, and in Chicago last spring. However, it was felt that more would be accomplished if members of these orchestras could have a longer period of training than was possible by assembling the orchestra for specific occasions. This led to the founding last year of the National High School Orchestra Summer Camp at Interlochen, Michigan, where 300 of America's most gifted school musicans each year are given the opportunity of eight weeks of intensive training under competent instructors and outstanding conductors. Mr. Maddy is the musical director of this camp.

Harry Miller.

1407 S. 19 Avenue,
Maywood, Illinois.

## *Meetings To Be Held*

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

27-29: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho.

27-29: Illinois State Teachers Association, Robert C. Moore, Carlinville; Springfield, Illinois.

27-29: Pennsylvania State Education Association, James H. Kelley, 400 N. 3d Street, Harrisburg; Reading, Pennsylvania.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

26-27: American Association of Teachers of Spanish, William M. Barlow, Curtis High School, New York City; Detroit, Mich.

27-29: National Commercial Teachers Federation, C. M. Yoder, Whitewater, Wis.; Detroit, Mich.

28-30: Oregon State Teachers Association, E. F. Carleton, 301 Behnke-Walker Bldg., Portland; Portland, Oregon.

1929

FEBRUARY.

20: Massachusetts Teachers Federation, Stanley R. Oldham, 15 Ashburton Place, Boston, Mass.

APRIL

11-13: Association of Deans and Advisers of Men, Dean H. G. Doyle, George Washington University, Washington, D. C.; Washington, D. C.

### Logic

It doesn't do to do much talking
When you're mad enough to choke,
For the word that hits the hardest
Is the one that's never spoke.

Let the other fellow do the talking,
Till the storm has rolled away,
Then he'll do a heap of thinking
'Bout the things *you didn't say*.

—Selected.


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